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ABSTRACT

The purpose of this manual is to outline a case approach to administrator training based on a study (presented in a companion volume) of four Teacher Corps projects and the role of principals in those projects. It begins with a discussion of the usefulness of a "case vignette" approach to training and then presents 21 case vignettes illustrating important issues emerging from the case studies. The purpose of these case vignettes is to emphasize the need for understandings, skills, and the resolution of certain issues by highlighting key events likely to occur in the early years of a project. Discussion questions and a diagnostic instrument to use in individual or group training sessions are included. The manual also presents a discussion of guidelines training and a selection of suggested resources to which trainers, project staff, or principals themselves might turn for materials that can be used in training sessions. (Author/JM)

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A Training Manual

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The Role of the Principal in Change

The Teacher Corps Example

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ACKNOWLEDGEMENTS

In order to understand better the role a principal plays in the success (or failure) of a federal program, the National Teacher Corps awarded a contract to Abt Associates Inc. to conduct a study of the Role of Principals in Teacher Corps Projects. A major objective was to apply the lessons learned from the study in a set of training materials that can be used by Teacher Corps projects and other individuals or institutions interested in administrator in-service education for the improvement of educational practices.

The results of that contract have been prepared in two parts. Part One, a companion to this volume, is a report of the study of the Role of the Principal in Change: The Teacher Corps Example. Part Two is this Training Manual which is based on the lessons learned from case studies of the role of principals in four Teacher Corps projects.

Several people have contributed to this effort. The case studies on which this manual is based were conducted by Sheila Rosenblum, JoAnn Jastrzab, Nancy Brigham and Donald Phillips. The Manual benefited greatly from the editing skills of Sandy Margolin and from the assistance of Karen Keefe who prepared the annotations of additional resources and bibliography in the appendix. Throughout the project Yevgenia Mackiernan contributed ideas, excellent administrative support and careful supervision of report production.

Drafts of this manual were very helpfully reviewed by Dr. James Olivero (Association of California School Administrators), JoAnn Jastrzab, Dr. Kent Chabotar, Dr. Karen Seashore Louis, and an external Review Panel including Dr. Roland Barth (Harvard Graduate School of Education), Dr. Scott Thomson (National Association of Secondary School Principals), Winston Turner (National Association of Elementary School Principals) and Willie Butler, (Winston Middle School, Baltimore, Maryland). We also acknowledge the valuable comments provided by principals and other project support staff who agreed to participate in a test of these materials.

We are grateful for the support and encouragement of Velma Robinson, James Steffenson and Susan Melnick of the Teacher Corps Washington staff. And finally, we wish to express a special debt of gratitude to the school administrators, project directors and staff, school district and university personnel and community residents in the four Teacher Corps project sites we visited, who gave generously of their time for the purposes of this study.

INTRODUCTION

Externally funded and collaboratively managed projects for school improvement, such as Teacher Corps, can help local schools to change in desirable directions. But frequently misunderstandings, conflicts, and other difficulties deflect the projects from chosen pathways, and many of the important objectives of Teacher Corps--or of local schools--are not met. One solution to avoid the common pitfalls and capitalize on new opportunities, is to learn from the experience of others and provide training to participants on the school improvement process--particularly to principals who play such an important role in changing schools.

The purpose of this manual is to outline a case approach to training based on a study of four Teacher Corps projects and the role of principals in those projects. Although the approach is based on research on Teacher Corps, many of the issues addressed are common to any change effort, particularly those involving the collaboration of many role groups, the use of external resources in school, or the creation of a "temporary system" to provide resources and assistance in a school improvement effort. Thus, although the examples cited are those of Teacher Corps, the discussion and materials presented may be applicable to a number of different settings.

The approach presented in this manual draws from lessons learned from four case studies some issues which most Teacher Corps projects will probably face sometime during a five-year life span. The focus of the case studies was the principal--a key role in the success of Teacher Corps which is often neglected, but which has been increasingly viewed as a critical role group to the success of school improvement programs. In four different projects, we talked with principals, teachers, project staff, and other role groups participating in Teacher Corps to pinpoint things that principals did--or did not do--that contributed positively or negatively to the progress of projects in local schools.

The results of our investigation suggest several things. First, principals do play an important role in Teacher Corps projects. Second, they do not always play as strong a role as they might, because they do not always understand the objective of Teacher Corps fully, do not always know the

structure of the project or how they fit in, and often do not have adequate management skills or a sufficient understanding of change to cope with the new situations that Teacher Corps brings. Third, the structure of Teacher Corps projects themselves often prevents principals from organizing the influence that they might if conditions were different. Although there are some examples in the case studies where principals were able to exert a positive infuence over the project--generally or in their school--no clear guidelines emerged which other principals might follow in playing a stronger leadership role.

What is clear from the case studies is that there are some areas which principals need to develop if they are to provide effective leadership. For example:

- Principals need to understand the objectives and structure of Teacher Corps and their own role within the projects.
- Principals need to understand the goals and structure of their own school.
- Principals need to understand how their vision can be negotiated with that of Teacher Corps to form a common direction or contract.
- Principals need skills in planning, conflict resolution, managing time and stress, and negotiation.
- Principals need to be willing to exercise initiative.

What is equally clear is that there are some areas which members of a project staff need to develop if they are to effectively function as facilitators of change in the context of a "temporary system." A project (and its staff) has a limited lifespan in a school. If improvements take place, and even more importantly if they are to "stick," an effective collaboration with those who will remain in the schools must be fostered. Thus, many of the needs described above pertain to project staff and facilitators as well.

Many of these areas of need are precisely those which are among the most difficult to tackle. Needs thus become appropriate targets for administrative training (and for project staff training). This manual cannot address all these needs or provide a comprehensive approach to training principals for Teacher Corps or other school improvement projects. The purpose of the

Manual is to highlight typical issues that arise in Teacher Corps schools and projects. Our position is that a constant interaction among the various constituencies within a school or within a project is required if projects such as Teacher Corps are to succeed. By providing actual examples of issues and raising some questions that need to be addressed, the manual provides the substance for discussion among principals or between principals and project staff that may help to anticipate difficulties ahead of time or provide an indirect and less threatening format for confronting problems that a project currently faces.

This manual has been designed to be a self-contained document. We recommend, however, that the user read the companion volume, The Role of the Principal in Change: The Teacher Corps Example on which this manual is based. (That volume contains an introductory chapter which discusses the importance of the role of the principal in change and the role of the principal in Teacher Corps, a synthesis of the four case studies and two commentary chapters by experts in the field of educational administration.) The Manual has been organized as follows:

- A discussion of the usefulness of "case vignettes" as an approach to training;
- Twenty-one "case vignettes" illustrating important issues that emerged from the case studies with discussion questions that might be used individually or in group training sessions;
- A diagnostic instrument that may be used as part of a training approach;
- A general discussion of guidelines for training (Appendix A);
- A selection of suggested resources to which trainers, project staff, or principals themselves might turn for materials that can be used in locally determined training sessions (Appendix B); and
- A selected annotated bibliography of additional readings on in-service education for administrators and on the role of the principal in change (Appendix C).

AN APPROACH TO TRAINING

Training for effective Teacher Corps projects can be very important. There are a number of existing materials, consultants, and ideas which can be used by projects which want to provide training. But decisions about training are complicated by a number of uncertainties faced by projects:

- Why is training needed?
- How should the training be structured?
- Who should be involved?

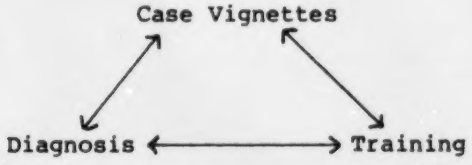
Most advocates of training agree that projects should know why training is needed before moving ahead, but for many Teacher Corps projects, knowing what's needed is not that easy to determine. There are three major areas of need which the case studies illustrate that must be addressed by principals and project staff if collaboratively managed school improvement programs are to succeed. The first is the need for understandings of the process of change, the goals, structure and roles and responsibilities in the project, and the goals and structure of the school. The second is the need to strengthen principals' skills in such areas as managing time, coordinating resources, taking initiative and collaboration. The third is the need to resolve important issues like conflicting agendas and clarification of expectations. The following materials have been prepared to meet some of these needs.

This manual provides an approach to training with a number of beginning points and options. The core of the approach consists of a series of mini-cases or vignettes abstracted from incidents in four Teacher Corps projects and the authors' own experience base. Each vignette is followed by a list of suggested discussion questions. The purpose of these case vignettes is to emphasize the need for understandings, skills, and the resolution of certain issues by highlighting key events that are likely to occur in the early years of a project. This allows project staff and principals to discuss the incidents in a non-threatening manner and develop alternative strategies for dealing with potential problem areas before they actually occur.

The authors strongly support the use of case studies and case vignettes as teaching tools in environments such as Teacher Corps projects. The

value of this approach is that it allows participants to learn from experiences of others. Teacher Corps projects have much in common. Because the individuals and places are anonymous, and importantly true to life, participants are less likely to be personally intimidated by the discussion which could likely occur if the issue was centered around an actual incident that occurred in the project. The cases could be used to analyze situations similar to ones that a project is currently experiencing, and from the discussion develop mechanisms for coping with the issues. The cases could also be used to anticipate and plan for crucial problem areas which have not yet occurred in the project's history, but may occur in the future.

The vignettes are one part of a simple three-part scheme and can be used in an effort to satisfy either of the other two parts: diagnosis of needs and training.



A project can start any place in the scheme. Those who don't know what the key issues are in their own local setting might want to use a brief diagnostic instrument (presentated later in this manual) and move to the appropriate vignette (or seek other training resources). Or the vignettes themselves can be used to pinpoint key problems or issues by providing a forum for role playing, confrontation, and discussion. Indeed, group members may not be aware of a need or problem until they have actually used the vignette and generated a discussion around it. In either case, sometimes the discussion resulting from the use of the vignettes and discussion questions may suffice and provide the needed "training." Other times, the use of the case vignettes may serve to sensitize participants to the need for further more focused training to address the issues at hand. Yet other times the user may discover that there are needs that cannot be addressed through training, but require other solutions like additonal funds or changes in district or project policy.

Thus, this scheme provides a flexible approach that can be used in a variety of ways and has three main components:

- Twenty One "case vignettes" that illustrate important issues and problems, with discussion questions. These might be used by individuals or in group sessions.
- A diagnostic instrument (for optional use) which provides a method for assessing which of the typical issues may pertain in a local setting, thereby providing a starting point for use of the vignettes.
- A selected list of resources that can be turned to for additional more focused training materials.

Who can use the case vignettes? The authors expect that these case vignettes will be used and discussed in a variety of group sessions: teams associated with a project--either groups of principals, principals and project staff members, project groups such as a Community Council or Policy Board, or a school based group including administrators, teachers, parents, and even students. The participation by several different role groups would add the benefit of approaching the case from several different perspectives or viewpoints. They can also be used by an individual, either in a one-on-one interaction with a consultant or specialist (in, for example, a consultation process) or by individuals alone who might thoughtfully read through the cases and questions and benefit from the process.

A group's use of the vignettes (whether it be one role group or a heterogenous group) might begin by using the diagnostic instrument in order to prioritize group needs, or by the group's review of the vignettes and recommendation of vignette selection, or just by starting with the vignettes themselves.

When used in a group it will be useful to have one individual guide the discussion. The individual could be a principal, project director, project staff member or consultant. His/her role is merely to guide the discussion; the actual course of the discussion would be dictated by the needs or interests of the group members.

The questions after each vignette are merely illustrative of the kinds of discussion questions that could be generated by each case. Other questions might be added or substituted to fit the local setting. To allow for this flexibility, the discussion questions have been placed on a separate page following each case vignette. The questions are not meant to be exhaustive, nor are they necessarily appropriate to each situation. It should be stressed that there are no "right" or "wrong" solutions to the problems posed

in the cases. As in all real life situations, problems can be resolved in a number of ways. The "best" solution is the one approach that works given the unique characteristics of the project.

While each case vignette has been constructed to illustrate some key issues, they may suggest other issues to the reader. For that reason, the case vignettes have not been labelled by issue or topic area. However, the matrix preceeding the vignettes suggests the authors' views of some of the issues which the case vignettes highlight. This list of issues "matches" those used on the diagnostic instrument presented later in this manual.

(Please note that some issues relevant to Teacher Corps or to principals have not been included, since the case studies did not lend themselves to those issues. These include issues related to such topics as curriculum development, staff supervision, budgeting, teacher training, etc. However, some of the suggested resources listed in Appendix B of this manual may include training aids on these topics.)

CORE TRAINING MATERIALS

The following section contains the core materials of this training manual:

- a matrix depicting the authors' view of key issues illustrated by each case vignette;
- case vignettes and illustrative discussion questions; and
- a diagnostic instrument.

When used in a group setting, the group leader may choose to photocopy the case vignettes and diagnostic instrument and distribute them to group participants.

ISSUES ILLUSTRATED BY THE CASE VIGNETTES (NOT EXHAUSTIVE)

Issues	Case Vignettes																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Goals and structure of the project			x		x	x		x	x			x	x			x				x	x
Channels of communication among parts of the project				x					x							x	x				x
Functions of advisory groups					x			x													
Roles and responsibilities within the project	x			x			x				x										x
Goals and structure of the school		x			x		x		x		x				x	x		x	x	x	
The process of change		x			x		x		x		x	x	x		x	x	x		x	x	x
Managing time	x	x														x			x		
Setting priorities	x	x							x							x					
Coordinating resources	x	x	x										x								
Communicating with others		x	x			x	x	x	x	x	x	x	x	x	x				x		
Taking initiative			x	x				x				x			x						
Planning		x							x		x	x		x				x			
Assessing needs		x	x		x				x												
Reaching consensus		x						x	x	x								x			
Tolerating stress	x	x											x								
Delegating authority	x	x																	x		
Collaboration		x			x		x		x	x		x	x			x	x	x		x	x
Balance between payoff to schools and to project						x	x								x					x	x
Payoff to principals	x	x				x		x				x	x			x					
Use of consultants				x			x						x	x							
Power and authority within the projects									x		x										
Power and authority within the school					x		x	x	x			x					x	x	x	x	
Conflicting agendas			x		x				x							x		x		x	x
Clarity of expectations		x	x	x	x		x	x	x		x	x			x	x		x	x	x	
Relationships within the school							x				x		x	x	x			x	x	x	
Relationships within the project							x								x						
Relationships between the school, community, and project		x			x			x	x						x	x					

CASE VIGNETTE #1

Principal Smith sat at his desk looking at his mail and messages. That afternoon he was to attend a session to evaluate a bilingual program in his school. The following morning he was expected to attend two meetings to make plans for two different aspects of the Teacher Corps project. Other demands were also vying for the principal's time. The Career Education Coordinator wanted him to review and comment on a new work study design. Three different programs (Teacher Corps was one) were requesting use of the room near the library which had recently been freed because of staff cutbacks due to declining enrollment. The chairperson of the Teacher Corps Community Council had called to ask why the principal had not gotten back to her on plans for the Open House. The Director of Reading for the district wanted him to write a report about the integration of federal reading programs into the school's regular curriculum.

Smith's secretary entered his office to ask him where he wanted to begin. He groaned: "The problem with having all these programs bringing resources into the school is that we are so busy planning what we are going to do, and then so busy reporting what we did, that we never have time to do it!"

SUGGESTED DISCUSSION QUESTIONS FOR
CASE VIGNETTE #1

- How can principals develop priorities and formal mechanisms for dealing with conflicting pressures?
- What are some strategies principals might use to manage their time more effectively?
- How can Teachers Corps provide support rather than additional burdens to already overworked principals?
- Where else might the principal look for support?
  From colleagues?
  From the central office?
  From his staff?
- What kinds of training might be helpful to a principal in dealing with time demands?

CASE VIGNETTE #2

As the principal of a large urban high school in a low-income neighborhood with several minority groups and a substantial non-English speaking population, Bob Baker often felt that he was lucky to keep his head above water. The building was old, resources were scarce, and the community appeared apathetic to education issues. The school suffered all the ills usually found in such a setting: vandalism, truancy and a high rate of absenteeism, some violence, poor communication channels, low faculty morale, insufficient materials, and inadequate services. Baker felt he was doing his best, but the task was monumental. He seldom had time to do anything with the thoroughness he would have liked.

The district selected his school as a Teacher Corps site because of its many and obvious needs. The Teacher Corps Director and staff made plans to address nearly all of the school's problems. Their overall goal was to improve school climate through a long-term change process.

When the project entered his school, Baker was most cordial and cooperative. He assured the project staff that he would assist them in any way he could. Still, he felt that he was too busy to become actively involved, and he offered little more than moral support. The project staff, therefore, left him alone. They walked around the school studying needs, making plans and implementing programs. Seldom were actual attempts made to coordinate their activities with those of the principal, despite the similarity of their goals.

SUGGESTED DISCUSSION QUESTIONS FOR
CASE VIGNETTE #2

- The principal and the project staff appear to want to solve the same problems, but are not working together. Why isn't the principal able to consider the Teacher Corps activities as one of his top priorities?
- What strategies might be used to establish a link between the principal's efforts and the efforts of the project?
- Imagine possible dialogues between the principal and the Teacher Corps Director: What might the principal have said to the Director to enlist his support and resources for his ongoing activities? What might the Director have said to the principal to cause him to see the project as more important?
- What are some stories the principal might be telling himself about the project that are preventing him from connecting with it?
- Under the conditions described, what chance does this Teacher Corps Project have for successfully changing the school? For seeing its changes become institutionalized?

CASE VIGNETTE #3

Four schools in a district were involved in a Teacher Corps project. During the second year of the project, the junior high principal began to make specific requests to the Project Director for services that were particularly relevant to his school. Somewhat to his surprise, the Director responded positively to his requests.

The principals in the other schools became disgruntled when they heard about this. An elementary principal called the high school principal to complain about the project. "Whose project is this anyway? And why is he getting all the attention? The one time I asked for something, my request was denied because it didn't fit with the project objectives!"

"Yes, I know what you mean," agreed the other principal. "I never ask for anything because I'm not sure what I can ask for. I mean, their objectives are never clear to me."

When the Project Director heard of their complaints, he asked, "So why don't they just ask the way the junior high principal did? They'll never know what is available unless they check it out. The worst that can happen is that their request will be refused, but then they can try again!"

SUGGESTED DISCUSSION QUESTIONS FOR

CASE VIGNETTE #3

- Why are the project objectives so unclear in the minds of the principals?
- What can the Project Director do to increase how well principals understand project objectives and the terms governing the relationship between the project and individual schools? What methods can be employed to build shared understandings?
- How can principal initiative be uniformly encouraged by the project?
- What mechanisms can Teacher Corps establish to encourage peer interaction among principals rather than foster conflict and competition?
- What is the basis of the relationship between the Project Director and the principals--collaborative, bargaining, hierarchical?
- How can the agenda of both schools and Teacher Corps be maximized, without one agenda prevailing over another?
- How might the Project Director's attitude be harmful to communication? Imagine other responses that the Director might have made when he heard of the principals' complaints.

CASE VIGNETTE #4

Early in the second year of the Teacher Corps project, Joe Duggan and Tom Reilly, two of the principals in the participating schools, presented an idea for using university professors as consultants to meet mutually defined school needs. They hoped that linking the expertise of university faculty to school-wide problems would create the collaboration which the principals had hoped for when the project was first introduced to them.

The university faculty was initially resistant to the idea. Professors were reluctant to enter the unfamiliar, uncertain atmosphere of the public school, where they knew they would be uncomfortable, and where they feared their academic skills would not be appreciated. Furthermore, they questioned whether service in public schools would be rewarded by their departments or helpful to their academic careers.

Duggan and Reilly were disappointed and discouraged by the less than enthusiastic reaction from the university people. They told the Director, "You asked us what we need. We gave you this plan, but you can't help us. What more can we do?"

SUGGESTED DISCUSSION QUESTIONS FOR CASE VIGNETTE #4

- What other approaches might the principals or Project Director have used to make the plan attractive to university faculty?

  Consider the following approaches:

  - Involve university people in the early phases of planning.
  - Identify university faculty to demonstrate a pilot consultant project.
  - Hold meetings with the consultants on their own turf.

- What could the Project Director have done to facilitate the program?
- How might the Dean at the university have supported the plan?
- What support might have helped consultants from the university "enter" the unfamiliar terrain of the public school?
- What types of additional training could be used to bring the different components of the project together?

CASE VIGNETTE #5

All was not well with the Lake City School. As recently as last year a Community Council was formed as a way to give parents input into school decisions. Many parents were anxious to take advantage of the Council which they considered to be a long overdue opportunity. Others took a "wait and see" attitude but were nevertheless supportive. A dedicated core met, elected officers, identified issues of concern, and took positions on the various issues. However, after a year of hard work with little response from the school administration, the Council members were more than disappointed; they were openly angry at the school's lack of response to their ideas.

"I don't believe they want our input. First of all, the principal seldom attends our meetings. When he does, he always gives excuses for why he can't or won't do what we are suggesting. Then, Tom, the Federal Programs Director, keeps reminding us that this is our chance to express ourselves, but how can we when he is always talking and telling us about programs that we'll get no matter how we feel? And finally, there are always some teachers who attend, but they steal the floor and push their issues and solutions--remember that Mr. Simon whose 'thing' was sex education?" complained one parent.

"I agree; I don't even know why we were formed. What is our role supposed to be? I thought they wanted our ideas and opinions, but it seems they just want to 'rubber stamp' decisions they have already made. Like the time they gave us the plan to evacuate handicapped children in case of fire. We recommended that a ramp be installed, but they ignored our suggestions and went ahead with the original plan--which, I might add, was faulty," said another parent.

When the principal heard of the unrest, he threw up his hands:

> The situation is hopeless. This Council is created, and parents are given all kinds of false hopes that they will be involved in decision making. Sure, I'd like to use their ideas, but generally my hands are tied. How often do I have a choice about which way to decide? And to make matters worse, they seldom can see the whole picture. They may mean well, but they just don't have all the facts. Like with the wheelchair ramp--or the volunteer aide situation. Their goals are often different from mine, and I really don't know how to use their suggestions. No wonder they are not satisfied.

SUGGESTED DISCUSSION QUESTIONS FOR CASE VIGNETTE #5

- What are possible causes of this conflict?
- What is the intended role of the Community Council? Is this role realistic?
- Is the role understood and accepted by all parties?
- How can the intended role be brought into greater congruence with reality?
- Under what circumstances is community input necessary for decision making? Explore mechanisms that principals might use to include community input.
- What strategies might Community Councils in general employ to ensure that their input is useful to and utilized by administrators?

CASE VIGNETTE #6

You have been the principal in your school for about 15 years. The school population is black and very poor; the school is located in a rural area in the mid-south. Because the school is located in one of the poorest districts in the country, you have been beset with offers of assistance from both the federal and local levels of government, as well as from some intermediary agencies and universities. In order to obtain this financial help, each of these offers is usually accompanied by a program to introduce change into the school. In the past, these program directors usually began by "denouncing the current program" and then attempting to implement their own particular educational philosophy. Over the years, you've seen many of these educational change programs come and go and their only impact has usually been the disruption of ongoing activities in the school. Now you're being approached by the Project Director of a Teacher Corps project who's offering you what appears to be yet another change program. You're tired of such programs and have little hope for the success of the Teacher Corps project in your school. Your experience has made you skeptical that this project has anything beneficial to offer either you or your school.

SUGGESTED DISCUSSION QUESTIONS FOR
CASE VIGNETTE #6

- What factors might influence your decision to participate or not participate?
- What strategies might the Project Director use to interest you in the project and to gain your cooperation?
- What are some potential benefits to you in having your school participate in Teacher Corps?
- Should you decide to participate, can you do anything to make sure that this project is different from the ones you've had experience with in the past?
- How can the Project Director build a sense of trust in his relationship with you so that you might become less skeptical?
- How could your belief in the ineffectiveness of external change programs be changed or replaced with a more positive belief?
- Role play interactions between the director and the principal. Which methods seem most useful to both sides?

CASE VIGNETTE #7

The Teacher Corps project in Holiday School was considered a success. Everyone--the principal, the faculty, the university consultants, and the project staff--was satisfied with the project's activities in the school. The Project Documentor reported that the school morale had noticeably increased since the project entered the school. The principal reported that both student and teacher absenteeism had decreased.

"This Teacher Corps project is always doing something here at the school--inservice classes, setting up volunteer programs, bringing in consultants--you know, something is always going on," commented the principal.

The faculty corroborated the principal's perception. One teacher spoke for her colleagues, saying, "I feel that the Teacher Corps staff is a real part of our school. The Team Leader and the interns are constantly in our classes--why sometimes they even teach with us." Another teacher added, "I find Kathy, the Curriculum Coordinator, really helpful. She is always working with us. Besides we can go to her room--the one called the Resource Room--and talk with her about ideas or problems. And she is always here--she fits our schedule."

The vice principal remarked, "Those professors from the college are great! They always arrive early on inservice afternoons and drink coffee with us. They expect us to call them by their first names--none of this Dr. So-and-So."

The Project Director returned the compliments to the school: "That principal is a boon to us--he shares his thoughts, tells us what he needs, and always lets us know when he thinks we are going in the wrong direction. He really works with us."

The Curriculum Coordinator added, "I really appreciate working with this faculty. They are enthusiastic, willing to talk about new ideas, and very open."

The Team Leader noted, "You ought to hear the stories that are circulating out in the community about how wonderful this school is. It sounds like there are miracles taking place inside!"

SUGGESTED DISCUSSION QUESTIONS FOR CASE VIGNETTE #7

- What factors seem to influence the success of this project?
- Do any participants identify actual results or products of activities?
- What processes seem to be satisfying to participants? Why do you think they are satisfying?
- What changes might be taking place in the school?
- How has the project managed to capitalize upon existing structures?
- What ongoing activities within the school has the project supported or reinforced?
- Why might the community be so enthusiastic about the school's activities?
- What factors go into creating a situation like this where people feel positive about the presence of an external project in the school?

CASE VIGNETTE #8

Jack Pollard, the principal of an elementary school involved with a Teacher Corps project, was driving home with a colleague. "Tom, I've really had it with this project. In one day, that Dr. Kennedy, you know, the Instructional Coordinator from the university, disagreed with me about my absentee policy--right in front of the teachers. And then, one of those interns refused when I asked her to take over lunchroom duty for a teacher who had to leave school to take care of a sick child. And, to top it all off, a parent told me that my behavior at a PTA meeting was discussed as an issue by the Parent Advisory Council. I used to be in charge of my school. Now I no longer know who's in charge--and neither does anyone else."

SUGGESTED DISCUSSION QUESTIONS FOR CASE VIGNETTE #8

- Whose responsibility is it to ensure that incidents such as these don't happen--the principal's or the Project Director's?
- How can Teacher Corps resources bolster rather than undermine the principal's authority?
- What can the Project Director do to strengthen communication and understanding among the various components of the Project?
- What would you do if you were the principal in this school?
- What would you do if you were Project Director?
- What would you do if you were the principal's colleague?
- What is the role of the PAC supposed to be and why might reality conflict with these intentions?
- How could training be used to address Jack's complaint?

CASE VIGNETTE #9

At the final Policy Board meeting of the planning year, the Project Director presented the end-of-the-year report identifying areas of focus for project activities the following year. "One of our major emphases will be to work directly with high school department heads on curriculum matters."

The superintendent asked why that particular activity had been chosen.

"Our needs assessment shows that this is the greatest need in the high school. We all agree that making curriculum changes through the department heads is important," the Director replied.

The parent representative asked who was involved in the decision. She said that from her reading of the needs assessment she had a different understanding of what was important. "To me the needs assessment clearly indicates that the high school should concentrate on inservice for teachers."

From the back of the room, the high school principal raised his voice. "Who asked me? I live with the high school every day, and I never agreed that working with department heads was our most important need. I see reorganizing the administrative structure of the school, developing communication channels, or even working in a new teacher evaluation system as being much more pressing. And that last item wasn't even an issue when the needs assessment was done. That doesn't mean it isn't a need."

The superintendent left the meeting wondering whose definition of the situation was accurate.

SUGGESTED DISCUSSION QUESTIONS FOR CASE VIGNETTE #9

- Why did different individuals get such different understandings from their readings of the same situation? What does a needs assessment mean to different individuals?
- What does this meeting illustrate?
  - A failure to collaborate?
  - A breakdown of the decision-making process?
  - Conflicting agendas?
- With respect to this specific decision, why did people feel ignored and uninvolved?
  - Did they know how to become involved?
  - Were they informed?
  - Were they consulted?
- Whose responsibility was it to:
  - Make the decision?
  - See that all constituencies were represented?
- What mechanisms can be established to ensure that the decision incorporates all perspectives?
  - Persuasion?
  - Negotiation and bargaining?
  - Problem solving?
  - Planning?
- Place yourselves in the role of the Project Director, the principal, the parent, the superintendent:
  - What might you have done differently?
  - What would you do as a follow up to this meeting?

CASE VIGNETTE #10

The Teacher Corps project recruited several university professors to serve as consultants in participating schools. Professor Daly had looked forward to the opportunity to work directly with practitioners and had read some of the material describing the importance of collaboration which had been prepared by Teacher Corps. She was intrigued with the concept of collaboration and was anxious to analyze the possibilities.

After her first week in the school, though, she was confused. When she talked with teachers, they became defensive and seemed opposed to collaboration. Teachers said, "We have a union contract and no one can force us to participate." In a meeting with consultants, principals referred to collaboration as a farce; they said the rhetoric was fine, but since the ultimate responsibility rested on their shoulders, they made most decisions unilaterally. In other areas, principals felt they had little influence over decisions. Professor Daly had heard parents express their distrust of collaboration. Parents felt they had the chance to speak but did not believe that "those people really hear our views." The project staff appeared to be the only group who had faith in collaboration, yet they also complained and Daly heard them openly question the quality of input from the other groups: "The teachers, administrators, and parents always get so preoccupied with unimportant details, they miss the significant issues we want to grapple with."

Professor Daly decided that the Teacher Corps participants were caught in the gap between rhetoric and reality. Collaboration had sounded like a good idea to her, but, in fact, nobody could agree on what the term meant in practice.

SUGGESTED DISCUSSION QUESTIONS FOR
CASE VIGNETTE #10

- What does collaboration mean to you?
- What conditions does collaboration require? Can we have different expectations for the level of collaboration at different points in the process?
- How can groups with diverse interests and orientations work together when there is a climate of suspicion and when some have more power than others?
- How are decisions in your setting actually made about school-wide matters? About project-wide matters?
- Do teachers, project staff, administrators, and parents know how or to what degree they are or can be involved in the decision-making process?
- Are the various roles and responsibilities clearly defined? How can they be?
- Do the different groups feel about each other? Do the groups share any common values or beliefs that can help them work together?
- What are the existing or potential coalitions among these groups?
- Paint a verbal picture of what you think would describe a truly collaborative relationship. Does it change over time?
- How could training be used to develop shared understandings of collaboration?

CASE VIGNETTE #11

Alison Martin was a principal with ambition. Just out of a graduate program in administration, she was new to the school. While filled with ideas and enthusiasm, she did not yet know her faculty well. She saw Teacher Corps as an asset, something that would help put her plans into action. In keeping with her style, she involved herself immediately in several components of the project with the intention of accomplishing her goals. She communicated regularly with project staff and other administrators in the district. During the planning year, she developed a reputation as the "live wire," or the "connection." The Project Director saw Martin as the person in the schools with whom to discuss any issues or problems.

In the implementation year, the situation changed. Her reputation as the activator plummeted as her projects were met with resistance by the faculty in her own school. The Project Director remarked to the Project Documentor, "I just don't know what happened. Her ideas were good; her plans were well thought out; her proposals dealt with real needs. Everyone at the university supported them. They seemed destined for success. I suppose it is typical for teachers to resist change, but these were changes even they should have wanted."

SUGGESTED DISCUSSION QUESTIONS FOR
CASE VIGNETTE #11

- In what ways might Martin have gone wrong?
- How closely must principals' expectations or goals match those of their faculty or community?
  - How can the congruence between the principals' intentions and those of the faculty be checked?
  - Are there methods principals can use to shape or influence the goals and wishes of their faculties to meet important goals?
- How can a Teacher Corps project assist a principal in implementing plans successfully?
- What methods can principals establish to involve their faculties in change activities?
- Does the entry of a Teacher Corps project change the conditions under which a principal's style is effective?
- What kinds of inservice courses would be useful in helping principals deal with the different phases of change?
- Role play various principal leadership styles.
  - Which styles seem effective under which conditions?
  - Are different styles required for different phases of the change process?
- What types of training might help a principal deal with the difficulties of implementation?

CASE VIGNETTE #12

Tim Jones saw the arrival of the Teachers Corps project in his school as an answer to his prayers. He was a capable administrator who was well liked by his faculty at the elementary school where he had been principal for several years. Though the school had few significant problems, Jones was no longer satisfied. His teachers were competent and autonomous, but seldom tried new methods or shared ideas. And while he was sensitive to his teachers' needs, he was feeling more and more often that he could not meet their requests for resources and materials. Most important, he felt alone and powerless. He feared that his dwindling enthusiasm would affect the school climate, and he knew he needed something to reinvigorate himself.

At first, he was concerned that the Teachers Corps project would represent an additional burden, but his skepticism was assuaged during several information sessions that were held by project personnel. The dean from the university visited the principals to explain the project's purposes; the Director held a meeting with principals that described some of the project's plans for providing resources. Jones liked these plans and felt they had been lacking in the district. Even the superintendent announced his commitment. As a result of these meetings, Jones became excited and determined to involve himself in the project. "Here is the shot in the arm I need--resources, support, collaboration!" he told his wife when she remarked on his new enthusiasm.

By the end of the planning year, however, Principal Jones felt uninformed and uninvolved. He was never quite sure how he could participate--he felt all he ever did was watch programs develop utilizing staff selected without his advice. He felt ignored and even more powerless than he had felt before the project arrived. Now he felt like an outsider.

SUGGESTED DISCUSSION QUESTIONS FOR CASE VIGNETTE #12

- How can principals develop a sense of ownership in Teacher Corps activities?
- What procedures exist or should exist to involve principals in all stages from planning through dissemination?
- How could Jones' disappointment have been prevented?
  - Did project staff build unreasonable expectations?
  - Do any channels exist for exchange of information between project and principals?
  - Were Jones' personal needs and the objectives of the Teacher Corps project too far apart?
- How can the project try to meet principals' personal and professional needs?
- If you were the principal, what might you have done to become more involved?

CASE VIGNETTE #13

Mary Kennedy was glad that Teacher Corps had chosen her school as a project site. As principal of an elementary school in a poor and transient neighborhood, she had learned never to expect changes overnight. She was active, dedicated, and creative. She knew what she wanted, but she also had learned how to be satisfied with less than she hoped for.

"Teacher Corps gives me support. It helps me explain what I am doing and why I have chosen to do it. For example, the first year was intended for planning. We did all kinds of assessments and studies. I didn't care that we didn't come up with anything new; I was just pleased to have somebody tell me that what I believed all along was really true. That's like the solutions we came up with to implement during the second year. I'm not sure they are terribly different from what I had been doing already, but I certainly do appreciate the support."

"I don't feel quite so alone anymore. The project keeps me in contact with interesting and creative people. I may not agree with them all the time, or even most of the time, but it is fun interacting with them. It keeps me alive."

SUGGESTED DISCUSSION QUESTIONS FOR
CASE VIGNETTE #13

- Is the principal's attitude realistic? In what ways is it useful both to her and to the project's success? Might it be detrimental as well?
- What different purposes can a Teacher Corps project serve in a school?
- What techniques or strategies has the project used with Mary Kennedy that serve to match her needs in an effective way?
- What values prevail in Mary Kennedy's style of leadership? Are they beneficial to the school? To the community?
- Should project staff encourage or foster attitudes such as Mary Kennedy's? How could it do so?

CASE VIGNETTE #14

As part of the local Teacher Corps project, Principal Baker was persuaded that a study of the high school's organizational structure would be a worthwhile venture. The school was very large, and many people favored moving to a house system. A consultant met with Baker and two teachers to outline the project. When the consultant began to collect data, teachers and students seemed uncertain about the purposes of the study and started a number of unfavorable rumors about it. As a result, many teachers and students did not answer the consultant's questions honestly.

After analyzing the information, the consultant returned to the school with a preliminary draft of the report. The principal was astonished that the consultant had not made any recommendations. The consultant was surprised that he was expected to do more than report the results. He added recommendations to the final report, but neither the report nor the recommendations were circulated among the staff. A meeting to discuss the report was poorly attended. Two copies of the report exist: one is on the principal's desk; the other is on the Teacher Corps Director's shelf. One teacher who had spent her preparation period being interviewed by the consultant, expressed the anger many teachers felt: "I wonder how much Teacher Corps paid that consultant! They claim that they will bring in all these resources to help us--I'd like to know what help that consultant offered!"

SUGGESTED DISCUSSION QUESTIONS FOR CASE VIGNETTE #14

- Would sharing information generated from the study have been beneficial? How could the information have been shared effectively?
- What channels exist or could be established through which information could flow?
- Imagine different ways the study could have been planned or designed in order to increase its chances for success. Would it have been useful to involve more people in the planning of the study? How could more have been effectively involved?
- What mechanism could the principal have used to spark the interest of the faculty in the study?
- What could the principal have done to integrate the study and its purposes into the other activities of the school?
- What purposes could the study have been made to serve in addition to its stated purpose? Give teachers an opportunity to express themselves? Offer support or identify connections? Bring important issues to light?
- How would you use consultants differently?
- Imagine the rumors that may have circulated in the school about the consultant and the study. What effects, positive or negative, would they tend to have on the study results?
- Review past examples of when consultants or studies were used in your school. Were the incidents successful or not successful? What sort of expectations seem to have developed around the use of consultants?

CASE VIGNETTE #15

Farmland Elementary School was in its second year of implementing an innovative curriculum designed to improve student reading levels. The school had always enjoyed strong community support for its various programs, and the community's response to this curriculum was no different: they believed in the value of what the principal and teachers were doing.

This belief in the school was largely due to the efforts of John McCabe, the principal of Farmland. He talked openly with and listened to the opinions and concerns of his faculty. He was a familiar figure at many events in the community and never hesitated to answer questions about the school. He had a warm relationship with the editor of the local newspaper. When the new curriculum was chosen, he "talked up" the decision around town.

Because the new curriculum was popular and had the support of the community, everyone looked forward to hearing the results of the evaluation report on the first year. Both community and school personnel anticipated overwhelming success. The report delivered in June, however, did not reveal any significant increases in student reading performance. In two grades, the scores actually decreased. When the evaluators returned in the fall, they questioned people's reactions to the evaluation. The responses ran something like this:

Principal: "Well, you know, those post-tests were given on a bad day."

Teacher: "This new program is really teaching kids to read. Of course, it's hard to measure the improvement."

Citizen: "We don't need your advice; you don't live here every day. McCabe and the teachers do. I believe them when they tell us how well the kids are doing with this new program."

SUGGESTED DISCUSSION QUESTIONS FOR CASE VIGNETTE #15

- Why might the teachers and principal be so ready to disregard the evaluation results?
- Why do you suppose the school enjoyed such community support?
- In what way does the principal's leadership style build the faculty's and community's belief in the school?

CASE VIGNETTE #16

The Teacher Corps Project Director called a meeting of his staff to deal with what was surfacing as a major problem.

"We are really not making much progress in the schools because we don't have the active support of the principals. We all know that without their involvement, our efforts will be superficial at best. Individually, they have given us their verbal support, and we are trying our best to create opportunities to involve them, but nothing seems to be working. Any suggestions?"

Mark, the Team Leader, responded, "I know what you mean. They are always so busy that I can never get them to go over plans with me. They always have to be at some other meeting. Yet, without their suggestions and approval, my activities are destined to fail. After all, they know their schools, so their knowledge and support are essential. But a principal is naturally busy."

"Yes, but when they do come to meetings, they tend to sit in the back and say nothing. I never know how they stand on any of the issues. I get the feeling that they have more important things on their minds," added Betty, the Instructional Coordinator.

"I tried to think of incentives for their participation, but I'm not sure what would work. I want them to realize that our purpose is to work with them to help them, but I can't even get that far. I feel we have been shut out by the principals," said the Project Director.

SUGGESTED DISCUSSION QUESTIONS FOR CASE VIGNETTE #16

- How might the principals respond if they could hear such a conversation?
- What are some incentives or strategies the project might use to encourage the principals' involvement?
- How might a Teachers Corps project capitalize upon the existing responsibilities of and pressures on principals in order to accomplish its goals?
- Consider communication channels that might be used to increase understanding between project and principals.
- What might the project people be doing that has "turned off" the principals?

CASE VIGNETTE #17

Linda Louis, the Inservice Coordinator for the district, was thoroughly discouraged with her lack of progress at Park Junior High. She was complaining to the Assistant Superintendent for Curriculum and Instruction one afternoon.

"The problem is that principal, Walter Smith. He may be the nicest man in the world, but his niceness is not what I need to start an inservice program. If he smiles and tells me that I have 'good ideas' but that I 'shouldn't try to do so much' one more time, I think I'll die! Goodness knows, all he cares about my plans is that they won't bother him or cause him any extra work. I am sure that he is scared to death that I'll plan something that might rock the boat and that he won't be able to handle it. The teachers have no confidence in him; they know he won't support them if the road were to get rocky. What can I do?"

"Sounds to me as though the problem is trust--you need to build trust so that he will let you do what you think is best. I remember working with a man like that once when I was a department head. It turned out that we both liked photography, so we began to share secrets on picture taking. He grew to trust me in that area and I guess he transferred his trust in me to the school situation. Pretty soon I had a free rein. And both of us benefitted--I did my job well and it helped him run a better school."

SUGGESTED DISCUSSION QUESTIONS FOR CASE VIGNETTE #17

- Is the assistant superintendent's analysis of the situation reasonable? Helpful?
- How do you assess the situation?
- What are the alternative strategies for working with a principal like Mr. Smith?
- Imagine what might be some of the reasons for the principal's behavior. What might be done to change his behavior?

CASE VIGNETTE #18

Two principals were comparing their experiences with teachers' unions. Joe Russo, principal of Industrial Park High School was unhappy:

"I don't feel I have control over my own school any more. The union tells me what I can or can't do, who I can or cannot hire and fire, and when I can or cannot have meetings. Any decision I make must be 'approved' by the union--you know, it must be within the regulations. How do you think I felt when my choice for the department head vacancy was rejected on the grounds that another candidate had more seniority? Or when I arranged what I felt was a necessary and valuable workshop on child abuse, and then the major session--the one on the legal aspects of the teachers' role--had to be eliminated because we ran out of time. The union claimed that the extra hours would break the contract. What am I supposed to do? I just cannot deal with these organizations."

Ray O'Neil, principal of Suburban, the high school in a neighboring community, had a more positive impression of teachers' unions:

"I've found the teachers' organization useful in that it provides a spokesman for the teachers' view--a legitimate communication channel. Before, it was always hard for me to get an accurate sense of how the majority of teachers felt--you know, the general consensus on a particular issue. So I'd go ahead with a plan assuming that I'd get the teachers' support, only to see it bomb because I was dead wrong. Now when I get an idea, I test it out on the union reps. They always have a lot to say. At times, they agree right off, but usually we sit down and work something out that both of us can be happy with. I even find that they are willing to bend the regulations depending on how much they want whatever we are planning. And when I present it to the faculty, I can be fairly certain it will be accepted--especially if the unions reps present it with me. I am convinced that is why my new personnel evaluation system has been so successful. I made sure that the teachers' organization had plenty of input into the design and that it met the contract requirements. Yes, I'm actually grateful for the emergence of a strong teachers' group."

SUGGESTED DISCUSSION QUESTIONS FOR CASE VIGNETTE #18

- Why might each man have such different views?
- What factors contribute to the creation and maintenance of a good working relationship between administrators and teachers' organizations?
- What specifically might each principal be doing that affects the kind of relationship he has with the union? What might he do differently to improve the relationship?
- Imagine other successful or unsuccessful examples of relationships between the unions and the administration. What seems to work? Are there common themes that run through the successful cases?

CASE VIGNETTE #19

For several years Ben Marcus has been principal of a large high school in a medium-sized city which was involved in a Teacher Corps project. One day he was having lunch with a colleague and vented his latest frustration.

"Bob, I just don't think things will work out with this Teacher Corps project. You know that I saw it as offering a valuable support to changes I want to make in the school. And I see the Project Director and his staff as more than responsive to my needs. Yet nothing ever seems to get done. Any ideas?"

"Well, it seems that you have taken it all on yourself. Maybe you ought to delegate some of the responsibilities. You do have assistant principals."

"I know, but they seem to be the problem. I know I can't do it all myself, but Al and Peter are basically passive. I encourage them to get involved, but I'm afraid of stepping on toes. Remember when we tried to review our discipline policy? Al, the V.P. for Discipline, got hurt and defensive, thinking that we were criticizing his current methods. Or, remember the time Teacher Corps suggested that we bring in several curriculum specialists to work with department heads? The project even offered to fund it--but it never got off the ground because I left it to Peter, the Curriculum V.P. to work out the details since I just didn't have the time then. I need their help if we are going to make changes, but I just can't get them to move. What can I do?"

SUGGESTED DISCUSSION QUESTIONS FOR
CASE VIGNETTE #19

- What do you think the problem is?
- If you were Ben's colleague, how would you answer Ben?
- How can a principal effectively delegate authority?
- Explore possible solutions to the dilemma in which this principal finds himself.
  - Which are realistic?
  - Which could be used in similar situations?
  - How could a principal actually implement these solutions?
- What other kinds of training do you think might be helpful to the principal in solving his problem?

CASE VIGNETTE #20

Tony Parker has been principal of North Junior High as long as anyone can remember. He has seen teachers come and go, and he feels he has launched many a career in education. Proudly, he states, "I see all my teachers as individuals; each has unique talents and style. My job is to encourage and help them to reach their potential."

When his school was selected as a Teacher Corps school, Mr. Parker was somewhat dismayed: "I just don't understand what you want, or how I can help you. You say you are here to help me make 'desired school changes,' but you have it all wrong. I don't make changes--the teachers do. They know what is best and all I do is see that each is able to do what he or she knows best."

Mr. Parker continued, "You talk of 'organizational goals' and 'collaborative decision making.' That's just not the way things operate in this school, and we seem to get along just fine. Of course, we all cooperate, and if anyone were to want something that would conflict with someone else, I would step in. But most of the time my teachers do their own thing without bothering their neighbors. You Teacher Corps people talk of group objectives and negotiation--you are asking for something impossible (and unnecessary) here."

SUGGESTED DISCUSSION QUESTIONS FOR
CASE VIGNETTE #20

- What exactly is Mr. Parker's vision of the school? Do you believe this vision is realistic?
- Does Mr. Parker really understand the structure of the school?
- In what ways are his understandings of school and school change useful to him? To his teachers? To the school?
- How does his vision of school and school change conflict with the objectives of Teacher Corps?
- How can these conflicting understandings be brought together in ways that will be beneficial to both parties?

CASE VIGNETTE #21

The Teacher Corps project in Mill City was proceeding on schedule but the system's school administrators were not happy with the program's progress.

"I think I'm getting bored with this project. We spent most of last year writing the proposal, and now all we're doing is more planning. I mean, didn't we have to plan and do needs assessments in order to write the proposal?" This was the complaint of Al, the high school principal.

Susan, an elementary school principal, agreed, and added, "I guess I feel almost rejected. We were all so involved in writing the proposal last year that I felt like it was going to be 'our' project. Then along came the project staff--they sort of took over--and they weren't even involved in writing the proposal."

"This project has had a lot of local input. We know what needs to be done. Yet, the Project Director and staff always seem to be concerned with satisfying their own views and those of the university or the federal government. Do we still own this project?" asked Pat, another school administrator.

SUGGESTED DISCUSSION QUESTIONS FOR
CASE VIGNETTE #21

- How can local ownership of a change program be sustained when a new and temporary system is brought into the setting?
- How can a change program avoid disappointing those who held high expectations?
- What are some strategies that might be employed to turn a planning year into something more than a repetition of the proposal writing year?
- What can local people do so that they do not feel that their efforts are wasted when they are involved in externally funded change programs?
- How can local activities be made to converge with the activities and requirements of the funding or cooperating agencies?
- How can planning become part of a total momentum of change in which planning and implementation overlap?

DIAGNOSTIC INSTRUMENT

The following instrument is designed as an optional preliminary aid to the use of the case vignettes. It provides a method for assessing which of the typical issues may pertain in a local setting, thereby serving as a starting point for selecting appropriate vignettes. The understandings, skills and issues on the form correspond to those in the matrix of issues and vignettes.

The instrument is designed to be self-administered. When used in a group setting, it is suggested that the responses of all the participants be tallied. Items which have the greatest number of "low" scores would presumably be areas of greatest need. It must be noted that even if there are many responses of "5" indicating low need, the use of relevant vignettes should not be precluded. Indeed, group members may not be aware of a need or problem until they have actually used the vignette and generated a discussion around it. For example, individuals may not perceive "conflicting agendas" to be an issue within a given project until the views of others are actually expressed in a group setting. It is for this reason that the diagnostic instrument is offered as a potential starting point, rather than as a final "needs assessment" for training. The use of case vignettes may constitute a more comprehensive "needs assessment," as well as providing a forum for resolving some of the issues which may come to the fore.

DIAGNOSTIC INSTRUMENT

(Circle one on each line)

How fully do you understand each of the following factors?	Have no Idea				Fully Understand
1. goals and structure of the project	1	2	3	4	5
2. channels of communication among parts of the project	1	2	3	4	5
3. functions of advisory groups	1	2	3	4	5
4. roles and responsibilities within the project	1	2	3	4	5
5. goals and structure of the school	1	2	3	4	5
6. the process of change	1	2	3	4	5

How much help do you feel you need in each of the following skills areas?	Need a Lot of Help				Need no Help
1. managing time	1	2	3	4	5
2. setting priorities	1	2	3	4	5
3. coordinating resources	1	2	3	4	5
4. communicating with others	1	2	3	4	5
5. taking initiative	1	2	3	4	5
6. planning	1	2	3	4	5
7. assessing needs	1	2	3	4	5
8. reaching consensus	1	2	3	4	5
9. tolerating stress	1	2	3	4	5
10. delegating authority	1	2	3	4	5

In your opinion, how much of a problem are each of the following issues in your project?	A Major Problem				Not a Problem
1. balance between payoff to schools and to project	1	2	3	4	5
2. payoff to principals	1	2	3	4	5
3. use of consultants	1	2	3	4	5
4. power and authority within the project	1	2	3	4	5
5. power and authority within the school	1	2	3	4	5
6. conflicting agendas	1	2	3	4	5
7. clarity of expectations	1	2	3	4	5
8. relationships within the school	1	2	3	4	5
9. relationships within the community	1	2	3	4	5
10. relationships between school, community, and project	1	2	3	4	5

APPENDIX A
GENERAL GUIDELINES FOR TRAINING

The previous sections of this Manual presented a specific approach to training--a case approach with a set of specific materials. These materials might be used as part of an established training program, or they may be a first step in designing a training program. Although school improvement programs can benefit from training, not all training works. In order for training to be effective, some general conditions need to be met. In this section, we present some general guidelines for training. There are a number of sources which designers of training programs might consult as guides. The following general guidelines, constituting a fairly representative set of criteria for effective training, is one example: (adapted from Deal, Rallis and Taylor, "Training for Evaluation: Practices, Pitfalls and Possibilities," Massachusetts State Department of Education, 1980; additional suggestions by Olivero, personal communication, 1980).

1. It is important to set objectives for training: know why you are doing the training and make the the rationale widely known.

Diverse goals or reasons exist for doing training. A district or Teacher Corps project must recognize the reasons for deciding to train principals or other participants. These reasons must be based on local need (unusual political pressures, age of faculty, experience of administrators, etc.) and must be identified through careful planning. Planners must make sure that everyone involved knows the reasons for the training.

2. Use what you have first.

Any district will have strengths that already exist--skills and competencies, shared understandings, open, trusting relationships between people on the same levels or across levels--that can be built upon to fill gaps in other areas. A training program will be stronger if resources already available are tapped before seeking outside help.

3. Make sure the superintendent, school committee, and critical "others" are behind the effort.

To succeed, training will eventually require support from everyone. But demonstrated support from the top is essential from the outset. This top-level support is necessary for symbolic reasons--it signals that training is important. It is also necessary for practical reasons--decision makers can assign resources.

4. Provide sufficient resources.

Without adequate time, money, energy, and materials, any training program will fail. Resources must be available as needed--without a constant struggle.

5. Charge one individual with overall responsibility for training.

One individual should be responsible for initiating, assessing, monitoring, and coordinating training, as well as for assuring quality control. Responsibility for various components of training may be distributed to appropriate individuals throughout the district. But one individual should be widely recognized as "in charge" of the total effort.

6. Establish training as an integral part of the district's operation.

Training should be embedded in the district's general operating goals, and treated the same--no more important, no less important--than any other essential practice or activity. The effectiveness of training should be determined by the same methods used to assess other important programs.

7. Make training attractive to those who can profit from it.

A successful training program will be one which individuals choose to attend. Their reasons might include: a need they feel; enjoyment of training activities; opportunities to build working relationships with colleagues; ready availability of the sessions; the relationship of the training to their real-life practice; or an advance opportunity to shape the sessions. Training should never have a stigma attached--it should build on a developmental rather than remedial model and should be a widely accepted and normal professional responsibility. A continued cadre of individuals who receive and give training provides an important critical mass of expertise within the district.

8. Design training activities which engage participants with one another and with pertinent materials in a climate conducive to learning and growth.

It is important to assure that the training is perceived by participants to be useful. Training sessions must include hands-on activities, opportunities to practice skills, and chances to interact with other participants in a candid, non-threatening atmosphere.

9. Link training to everyday practice.

Training which is continually reinforced in practice will be successful. Even the best training will be useless unless it is reflected in everyday behavior, understandings, and attitudes. Participants must feel the activities are ones they can carry back to their real practice.

10. Schedule training activities to conform realistically with the amount of time participants can be expected to commit.

In designing a training program with an administrative staff development component, it is important to refrain from taking too much time out of the school day or school building. Administrators are particularly concerned about their time commitments. A well-organized training program which would demand about one-half day every four to six weeks can be productive and beneficial. The important thing is continuity rather than a shot-gun approach.

11. Keep training current.

Any training program will need constant reassessing and revising. If activities no longer meet needs, they should be changed. If an activity has not worked, it should be dropped. New developments or activities which may suit new or existing needs should be incorporated.

12. Rely on external consultants for specific inputs, not for ongoing training.

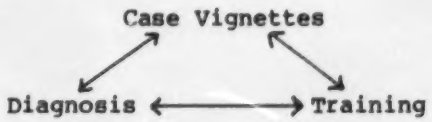
External consultants can often bring perspectives and skills that are not available in-house, fill gaps in existing resources, and deal with a temporary need. But the key to a successful effort is a critical mass of insiders who keep training alive--not external consultants who blow in and blow out.

13. Don't be afraid to reinvent the wheel.

Effective training requires, above all else, faith and confidence. Participants need to believe in training and know that it suits their immediate needs. Training also needs to fit the motif of a particular setting. These requirements will be met only if training opportunities are invented locally or if those borrowed from others are adapted to local conditions.

APPENDIX B
ADDITIONAL RESOURCES FOR TRAINING

The core of this training manual has been the presentation of a set of case vignettes and discussion questions to be used as part of a simple three-part scheme:



In some instances, the use of the case vignettes may serve as an opportunity both to bring issues to the fore, and to resolve issues through the interaction and discussion they engender. In other instances, the use of the case vignettes may result in the recognition of the need for more focussed training to address specific needs or issues.

This manual cannot provide an exhaustive list of resources to which project managers, trainees or principals can turn for more focussed materials. In the following pages, however, a selected listing of organizations and a description of the kinds of materials they produce is presented. This listing is merely illustrative of the resources for training that are available. The user may also wish to turn to local universities, state departments of education, information service agencies and regional laboratories for assistance in locating training materials.

- The American Association for Training and Development (ASTD)
  P.O. Box 5307
  Madison, WI 53705

  ASTD has developed and published booklets specifically designed to assist training and development of professionals. They include a checklist to help identify areas of expertise or need and then a discussion of resources and techniques available to service those needs. Also available are manuals which serve as guides to conducting successful meetings.

- Association of California School Administrators (ACSA)
  1575 Old Bayshore Highway
  Burlingame, CA 94010

  ACSA publishes a series of Operations Notebooks and Management Digests to assist school administrators in the performance of the varied tasks associated with their leadership role. For example: planning and implementing staff development programs, improving the school climate, and working with advisory committees. These booklets often include exercises and techniques which provide ideas and models for planning and problem solving by administrators.

  ACSA has also organized and prepared under the title of Project Leadership, a series of packaged inservice programs on a variety of topics. These are available from: ACSA Project Leadership
  4020 Birch, Suite 111
  Newport Beach, CA 92660

- Commercial-Educational Distributing Service (CEDS)
  8116 S.W. Nimbus
  Beaverton, OR 97005

  CEDS provides a training manual and participant materials for the "Systematic and Objective Analysis of Instruction." The instructional system provides materials and step-by-step procedures for teaching learning skills in interpersonal relations, supervisory techniques and teaching strategies which can be applied in self-analysis and the analysis of other teachers for the improvement of instruction. They have also produced participant materials, including an audiotape recording, for "Diagnosing Professional Climates of Schools."

- Educational Research Service, Inc. (ERS)
  1800 North Kent Street
  Arlington, VA 22209

  ERS publishes reports and monographs related to school management policies and procedures. Several specifically relevant to the principal's leadership role focus on: school management teams, their structure, function, and operation; a review of recent judicial decisions affecting the administration of elementary and secondary schools; and contingency planning for teacher strikes.

- Learning Resources Corporation (LRC)
  8517 Production Avenue
  San Diego, CA 92121

  LRC offers a large number and variety of resource materials in management, planning, evaluation and training, and a particularly wide selection of books and guides in organization design and development. Many of the materials provide practical, workbook-style approaches to organizational issues and problems, e.g., team building, managing complex change, and creating positive educational climates. Two programs specifically helpful to principals are a "Hip Pocket Guide to Planning and Evaluation and Trainer's Handbook" and an "Awareness Training Program" which includes a film, booklets, journals, game and puzzle kits, cue cards, cassette tapes, and trainer's manual.

- National Association of Elementary School Principals (NAESP)
  1801 North Moore Street
  Arlington, VA 22209

  NAESP periodically publishes magazines and newsletters which discuss problems and topics relevant to elementary schools in general, and to principals in particular. Each issue focuses on a specific area of interest, e.g., the theory and practice of the administrative team or student rights and discipline. Back issues are available upon request.

- National Association of Secondary School Principals (NASSP)
  1904 Association Drive
  Reston, VA 22091

  In addition to their periodic bulletins, newsletters and reports, NASSP also provides reports, books and monographs relevant to the principal's administrative and leadership role. Many are study results based on data collected from varying regional and national samples of principals. A catalog is available which describes the publications and audiovisual materials distributed by NASSP. Resources listed under "Principalship Study" are particularly relevant.

- National Training and Development Service for State and Local Government (NTDS)
  400 North Capitol Street
  Washington, D.C. 20001

  NTDS provides materials, largely books, pertaining to various aspects of the school leadership role: program organization and evaluation, management by objectives, and training. Several authors present training modules or designs, offering techniques and processes for analyzing and managing an organization, including the development of training strategies and workshops. In general, the materials available through NTDS provide a combination of management theories and organization practices which can be applied to educational settings.

- Northwest Regional Educational Laboratory (NWREL)
  Office of Marketing
  710 S.W. Second
  Portland, Oregon 97204

  NWREL publishes and distributes an instuctional system entitled "Program Evaluation Skills for Busy Administrators." This system includes a leader's guide, participant manual, and materials which describe step-by-step procedures in conducting a group workshop for educational administrators desiring new or improved skills in program planning or evaluation. Also available at NWREL is a booklet describing the structure of an organization in relation to decision-making.

- San Mateo Educational Resources Center (SMERC)
  333 Main Street
  Redwood City, CA 94063
  (415) 364-5600 x4403

  Microfiche: 75¢/card
  Photocopy: 20¢/page
  Plus $2 handling charge on each order
  (Order microfiche documents by "ED" number. For journal articles, include journal name, month, year and pagination, e.g., Thrust 3/79 28-30)

  SMERC is a large center providing resource materials in all areas of school management and leadership. Materials range from books on theoretical learning models to operating notebooks on training and staff development. The number and variety of materials is extensive and of value to any school administrator seeking one source with information available on the many facets and issues related to his/her role.

- University Associates, Inc. (UA)
  7596 Eads Avenue
  La Jolla, CA 92037

  UA has available a large number of resource materials useful to the educational administrator. Two areas in which they provide a particularly wide selection of in-depth materials are human relations training and organizational change and development. The materials are often manuals or practical guides for training both administrators and nonsupervisory personnel. In addition, books and collections of case studies are available in these and other areas, such as group development and minority-group relations.

- Article Copy Service - CIJE
  UMI Article Reprint Department
  300 North Zeeb Road
  Ann Arbor, MI 48106

  UMI prints and distributes materials related to all aspects of educational leadership, including generally supportive information such as books on instructional models and learning theories, and more specific information such a books on the principal's role in planning for a teacher strike and instructional leadership for bicultural programs. The materials available are books, articles, and published papers, which provide background knowledge as well as practical suggestions for effective educational administration.

- University Council for Educational Administration (UCEA)
  29 West Woodruff Avenue
  Columbus, Ohio 43210

  UCEA provides materials for teaching, consulting, or inservice training in administrative roles and tasks, personnel administration, leadership, policy-making, school-community relations, and other aspects of educational administration. Many of UCEA's instructional resources are in the form of simulations. Suggestions for sample workshops and short courses using simulation components are also available.

- Xicom, Inc.
  Sterling Forest
  Tuxedo, N.Y. 10987

  Instructional systems in interpersonal communications are available at Xicom. Each of the systems provides materials and step-by-step procedures for conducting instruction for teachers and administrators to increase their abilities to communicate with students, the community and other school personnel. The materials, including a leader's manual, participant materials, and audiovisual materials, are appropriate fo conducting an inservice workshop or preservice course.

APPENDIX C
SELECTED ANNOTATED BIBLIOGRAPHY

The following is a selected annotated bibliography of books and articles dealing with inservice education for administrators and the role of the principal in change. Additional appropriate references may be found in the companion volume to this training manual, The Role of the Principal in Change: The Teacher Corps Example.

Barber, Carol. "Training Principals and Teachers for Mastery Learning," Educational Leadership, November 1979, 37, 2, & 26-7.

The author describes and discusses the Mastery Learning Program being implemented in the Denver Public Schools. This learning strategy is an adaptation of the mastery model presented by James Block and Loun Anderson in their book, Mastery Learning in Classroom Instruction. The emphasis of this Program is on inservice; the author describes how principals are trained using methods and materials that they will use later with their faculties. In particular, principals are trained in supervision skills so they can help teachers implement mastery learning in their classrooms. This article includes an outline describing the instructional model and a discussion of results of a three year pilot study in five Denver elementary schools.

Barth, Roland. A School for Everyone. Boston MA: Harvard University Press, 1980, Chapter 8.

In Chapter 8 of his book, Barth discusses "The Principalship," in light of his personal experiences as an elementary principal and from his review of relevant literature and related studies. He identifies and discusses some of the conditions, problems, tasks, associated with the role of instructional leader. The author's experience indicates that several conditions exist which can inhibit or enhance a principal's effectiveness: the size of a school or district, the distribution of power, the unit of management, and the availability of support systems which foster professional development. Each of these is discussed in some detail, including the implications of various alternatives, e.g., school site management vs. decentralization. Barth concludes the chapter by addressing the overall importance of the principal's role in shaping the environment in which children and teachers work and the impact of this role upon children's school performance.

California State Legislature. The School Principal: Recommendations for Effective Leadership. Sacramento, CA, September 1978.

In 1977-78, California Assemblyman Dennis Mangers headed an Assembly Education Committee Task Force on elementary and secondary principals. The

task force was established to review the adequacy of preservice training, evaluation, and continuing professional development of principals. Members addressed questions about the role of the principal, skills needed in the role, changes needed in preservice and inservice training, and ways to improve administrator effectiveness. The task force concluded that because of increased social pressures and a burgeoning number of mandated programs, the principal's role today is much more demanding. The investigation resulted in extensive findings and recommendations concerning preservice training and credentialing, principal recruitment and selection, administrator professional development, administrator support systems, and principal evaluation. The report concludes with the recommendation that a major effort must be made by state and local governments to define the role of principals, give principals adequate support and assistance, and hold principals accountable for defined tasks.

Edmonds, Fred, Kincheloe, James S. and Ogletree, James R. Developing Procedures for In-Service Education of School Administration. Lexington, Ky.: College of Education, University of Kentucky, Cooperative Research Project No. E-026, for the Office of Education, DHEW, 1966.

This report reflects the major outcomes of an 18-month pilot project which sought to develop procedures for improving the quality and scope of university assistance in the inservice education of practicing school administrators. An introductory chapter discusses the project's background, rationale, objectives, factors to be evaluated, and related literature. Chapters two and three describe the school communities involved in the study, the procedures used for the research, and those developed and used for the inservice education of the participants. The data and analytic procedures are then presented and interpreted in terms of changes within participants, changes in administrative performance, and changes in the district's operation. The report concludes with a discussion of the results, not only in relationship to their import on this Project, but also in terms of their implications for inservice education of school administrators in other but similar situations.

Educational Research Service. Inservice Programs for Educational Administrators and Supervisors. ERS Report, Arlington, Va., 1974.

This report presents the results of an ERS survey of inservice programs for administrators and supervisors in local school systems. Sample program descriptions, evaluation forms, and district policy statements are provided. An introductory chapter presents guidelines for inservice programs and discusses new trends in training, including interdisciplinary studies, sensitivity training, and the use of simulation techniques and games. Additional topics included among the data are: length of experience with inservice programs, number of participants, types of programs and program organization, level and source of funding, planning and evaluation, and plans for change.

Erickson, Donald A. and Reller, Theodore L. (eds.) The Principal in Metropolitan Schools. Berkeley, CA: McCutchan Publishing 1978.

This collection of articles is designed to help metropolitan school principals meet the challenges of their positions. It is especially concerned with how principals can contribute to effective education for students of markedly heterogenous backgrounds. The book provides a broad perspective on materials developed by the University Council for Educational Administration, materials based on simulations of the metropolitan school principalship. The authors deal with such issues as the principalship and metropolitan administration, the actual role of principals, and principals' relationships to administrators, teachers, and students. In particular, chapters 2, 3 and 4 focus on the leadership role of the principal in relationship to the school, the school system, and the community.

Ford, Paul. "The Principal-Contract Administrator and Instructional Leader," The National Association of Secondary School Principals, February 1980, 64, 433, 37-43.

In this article, the author presents ways in which the principal can be both contract administrator and instructional leader, in light of the fact that collective bargaining agreements, with their prescriptive and restrictive language, can inhibit the principal's instructional role. Ford discusses at length two aspects of agreements which are particularly troublesome for principals: "working conditions" language and the "maintenance of standards" concept. After a collective bargaining agreement is approved by teachers and the board, the principal administers it at the building level, where he or she may encounter two major personal-professional problems regarding the change process: (1) responsibility for teachers and their activities, and (2) responsibility to the central administration and the board. The author concludes that the role of contract administrator does not provide the principal with the stimulation and challenge to work with staff in building improved programs. The author presents an alternative whereby the principal assumes the role of instructional leader as well as that of contract administrator. He suggests specific actions which the principal might use to be proactive and assertive rather than reactive and passive when confronted with teacher, central administration, and board pressures.

Giammatteo, Michael C. and Giammatteo, Dolores M. Executive Well-Being: Stress and Administrators. Reston, VA: National Association of Secondary School Principals, 1980.

In this monograph, the authors provide some concepts and suggestions for administrators that will enable them to (1) recognize the successful practices used by administrators regarding stress awareness, stress tolerance, stress reduction, and stress management; (2) implement at the department or building level, sound stress management practices, philosophies, and administrative strategies; and (3) provide individual analysis techniques

to assess their own situation for managing stress and stressors. This text addresses itself less to definition and more to the actual stresses school administrators face. It presents an overview of the stressors, a description of self- and building assessment techniques, and instruction in behavioral methods of relaxation. The techniques described have worked with practicing administrators in public, private, and military positions. The reader's use of these concepts depends on his or her willingness to modify the techniques for implementation in individual settings.

Heller, M. P. So Now You're A Principal. Reston, Va.: The National Association of Secondary School Principals, 1975.

This booklet was published by the NASSP to assist secondary school principals in dealing with the multitude of concerns related to their functions as administrator and educational leader. The material is presented specifically to give the new principal concrete suggestions to help him or her perform more efficiently. It emphasizes the practical application of alternative courses of action, and is intended to develop a level of awareness among principals so that they can utilize those strategies that will benefit them in their role. Topics discussed include the nature of the job, administrative theories and practices, planning, inservice, and evaluation.

Hill, Paul, Wuchitech, Joanne and Williams, Richard. The Effects of Federal Education Programs on School Principals. A Rand Note prepared for the U.S. Department of Health, Education and Welfare (N-1467-HEW), February 1980.

This Note presents the results of a small exploratory study of how federal education programs have affected the work of school principals. The study asked three questions: (1) How has the principal's job changed in the past five years? (2) To what degree have federal programs caused the changes in the principal's job? and (3) To what degree can the changes be reversed or compensated for by changing federal programs? Principals were virtually unanimous in saying that their jobs have become more demanding, particularly involving more attention and activity in three areas--paperwork, consultation with parents, and coping with students' noninstructional needs. These increased demands have caused changes in the principals' instructional leadership role, allowing them less time for instructional supervision, although none of the respondents reported having to abandon instructional issues completely. Although the difficulty of the principal's work increases with the number of federal programs in the school, many other factors also contribute to the changes in principals' jobs. Therefore, it is unlikely that the federal government could reverse the changes, even if it were desireable to do so. The authors of this report suggest that there may be an additional role for the federal government to play in helping principals to understand and cope with their new duties.

Lutz, Frank W. and Ferrante, Reynolds. Emergent Practices in the Continuing Education of School Administrators. UCEA Monograph Series, Number Three, Columbus, Ohio: University Council for Educational Administration, 1972.

In this monograph, the authors describe the shortcomings of traditional approaches to continuing education of administrators and examine the extent to which innovations are being attempted in present practices. The authors note that, in print and in pratice, continuing education of administrators has failed to develop to the extent that it can be described and that truly innovative programs are lacking in current practice. The authors then propose a comprehensive process for planning, implementing, and evaluating programs for the continuing education of administrators. They argue that a planned, systematic, and continuous administrator education program is basic to the solution of the critical problems facing education. A bibliography is included.

Mullican, Frank and Ainsworth, Len. "The Principal as Instructional Leader," Theory Into Practice, February 1979, 18, 1, 33-8.

Whether the principal is, or can be, an instructional leader depends upon many factors. Mullican and Ainsworth present a strong case for the inclusion of instructional leadership in the principal's role definition. They acknowledge hindrances to this role realization such as lack of time, diffusion or multiplicity of roles, lack of preparation, and perceived lack of power; but, they believe that these frequently can be overcome. The authors begin by considering various definitions of leadership, educational leadership and instructional leadership. They go on to discuss the skills relevant to the instructional leader and how these skills affect the principal's performance of specific role duties, e.g., staff development and group leadership. Within their discussion, the authors site various theories and approaches developed to illuminate the principal's role. They also describe several current inservice training efforts designed to assist principals leading and managing the change process.

Ness, Mildred. "The Administrator as Instructional Supervisor," Educational Leadership, February 1980, 37, 5, 404-6.

The author, principal of a school in Rochester, New York, believes that through clinical supervision principals can consult with teachers as well as evaluate them. She argues against role separation, stating that an administrator who accepts the premise that authority hinders a helping relationship with teachers or that fear of appraisal stands in the way of working in a consultative role forfeits the opportunity to function as an instructional leader. The author describes productive evaluation as participatory, diagnostic, cooperative, and based on a mutual commitment to change and growth. She advocates clinical supervision as one evaluation model that promotes a cooperative and growth-producing relationship between teacher and principal.

Roberts, Leonard E. "The Principal as a Key Member of the Management Team: 1978." Paper presented at the Annual Meeting of the National School Boards Association, Anaheim, California, April 1978.

The author touches on a variety of topics related to educational administration and the management team. He recognizes the need for superintendents, principals, and district teams to have a new performance-based management philosophy and system. He believes that although most approaches to educational management tested in the 1960s failed to meet expectations, the experiences gained from testing form a basis for more successful approaches. The author mentions that many principals feel that the management team is only a myth and that principals have no real power. He notes that although principals today feel powerless and frustrated many people believe the principal is the critical person in the educational process. He then lists five ideas about what a management team should be and how it can be beneficial to principals. He further lists 11 questions a district should ask itself to see if it has an adequate base on which to build a management team.

Sarason, Seymour B. The Culture of the School and the Problem of Change. Boston: Allyn and Bacon, 1971, 110-150.

In Chapters 8 and 9, Sarason discusses "The Principal" and "The Principal and the Use of the System", respectively. He first emphasizes the complexity of the principal's role--its demands, built-in conflicts, relationship to other types of roles, and relationship to the overall system. He shows how the role of the principal is unique in the light it sheds on the characteristics of the system and life in the classroom. It is the author's belief that the power and influence attributed to the principal as often over-evaluated, and that restrictions of the role are overlooked. Sarason discusses in detail the experiences members of Yale Psycho-Educational Clinic have had with principals over the last ten years, during which time he served as Clinic Director. The second point of emphasis is the crucial importance of the principal in determining the fate of the change process. The third point stressed is the need to understand the principal's role; to examine it in relationship to the roles of other key school personnel, particularly teachers; and to control the tendency to criticize without seeking to understand.

Thomas, Margaret A. A Study of Alternatives in American Education, Vol. II: The Role of the Principal. Prepared for the National Institute of Education, R-217012-NIE, Santa Monica, California : Rand, April 1978.

This report is the second in a series documenting a study of alternative schools in American education. It focuses on the role of school principals in managing diverse educational programs in their schools. From interview data with principals and mail survey responses of teachers, principals were categorized according to their dominant modes of decision-making behavior: the director, the administrator, or facilitator. Alternative programs were categorized into two types, based on their method of

organization: those located with other programs in one school building and those organized as separate site programs. The study examines the relationship between principal behavioral styles and the extent to which the alternative programs follow diverse classroom practices. It also looks at the relationship between principal behavior and tension among program staffs. In addition to this school-level analysis, the study describes the district-level influences on principals and how these influences affected principal selection and their behavior towards alternative programs.

Wolcott, Harry F. The Man in the Principal's Office: An Ethnography. Case Studies in Education and Culture. New York: Holt. Rinehart and Winston, 1973.

In this account, the author describes and analyzes a fairly typical suburban elementary school principal. The author has studied the principal from a cultural perspective, describing his day-to-day activities both in terms of what the principal does and the time he devoted to various administrative activities. Wolcott devotes particular attention to the network of relationships that develop among the principal and his staff, parents, officials of the school system, and the children; and he considers the great amount of time the principal devotes to his role as mediator among these various groups. The study also deals with perceptions of the principal's behavior by various individuals and audiences as well as with the principal's own self-perception.

Wynn, Richard. Unconventional Methods and Materials for Preparing Educational Administrators. Columbus, Ohio: University Council for Educational Administration, 1972.

In this monograph, the author describes the variety of new and innovative instructional methods and materials being used to prepare educational administrators. He reports that in recent years remarkable progress has been made in the development of unconventional techniques, and he gives a brief history and rationale of this development. In Chapter 3, Wynn focuses entirely on examples of unorthodox instructional methods and materials. He describes and discusses the application of laboratory training, case method, simulation, games, and independent study. In most instances, he makes generalized statements concerning the advantages and disadvantages commonly associated with each method. In his final chapter, Wynn calls attention to the major problems related to the development and use of these methods and materials and anticipates future developments. An extensive bibliography is included.